

Montana Comprehensive Assessment System  
(MontCAS, Phase 2)

Criterion-Referenced Test

Alternate Assessment

**CRT-Alternate**

Statewide Training

February 13, 2004

# Contact Information

(Page 26 of the manual)

- Measured Progress contacts:
  - Questions regarding materials, shipments, and return procedures

Jamie Alford-LaSorsa

Phone: 1-800-431-8901 x2237

Fax: 1-866-283-2197

E-mail: [jalfordlasorsa@measuredprogress.org](mailto:jalfordlasorsa@measuredprogress.org)

Susan Moore

Phone: 1-800-431-8901 x2237

Fax: 1-866-283-2197

E-mail: [skmoore@measuredprogress.org](mailto:skmoore@measuredprogress.org)

# Contact Information

(Page 26 of the manual)

- Questions regarding administration

Montana Office of Public Instruction (OPI)

Judy Snow

Phone: 1-406-444-3656

E-mail: [jsnow@state.mt.us](mailto:jsnow@state.mt.us)

Measured Progress

Susan Moore

Phone: 1-800-431-8901 x2237

E-mail: [skmoore@measuredprogress.org](mailto:skmoore@measuredprogress.org)

# Contact Information

(Page 26 of the manual)

- Adapting the test activities for your students:

Gail McGregor

Phone: 1-800-732-0323 or  
1-406-243-2348

E-mail: [mcgregor@ruralinstitute.umt.edu](mailto:mcgregor@ruralinstitute.umt.edu)

# Resource Materials for Today

- CRT-Alternate Administration Manual
- A copy of this PowerPoint
- Student Test Response Booklet
- CRT Test Coordinators Manual

# Today's session will address:

- Development of the CRT-Alternate
- Overview of CRT-Alternate design/content
- Participation guidelines
- Preparing to implement the test
- Test administration procedures
  - Scaffolding and scoring procedures.
  - Customizing the test for individual students
- Submitting the assessment materials

# Development of CRT-Alternate

- Contract with Measured Progress
- Variety of approaches to alternate assessment were reviewed
- Selection focused on feasibility and utility of results
- Critical characteristic: technical adequacy

# Sources of Guidance/Review

- August content development meetings
- Advisory Board for CRT-Alternate
- Beta Test
- Technical Advisory Committee



# Design Features of the Test

- **Evidence-based structured observation**
- Test activities derived from typical instructional units
- Skills measured are referenced to a set of Extended Benchmarks — i.e., non-grade level performance indicators; foundational skills
- Flexible enough to meet the needs of the intended audience
- Scoring system sensitive to small increments of learning

# Description of Test Activities

- 1 activity in reading and math, Grades 4, 8, and 10
- Suggested activity provided; can be customized by following generic activity steps
- Each activity contains between 20 and 30 test items to score

# CRT-Alternate suggested reading activities

- Reading - Grade 4
  - Select materials to be read, answer who, what, where questions, and create & share a graphic product.
- Reading Grade 8
  - Use resources in the library, understand text, identify main idea, and complete a scavenger hunt.
- Reading Grade 10
  - Use a newspaper to find information about a movie

# CRT-Alternate suggested math activities

- Math Grade 4
  - Count, sort, organize and display data on a bar graph, and create patterns.
- Math Grade 8
  - Organize and display data on a bar graph, extend a table, measure length and calculate.
- Math Grade 10
  - Use tables to compare prices, count, add & subtract whole numbers & money.

# Decisions about Participation

- CRT-Alternate is intended for students with severe cognitive disabilities
- Participation decisions made and documented by student IEP teams
- Guidance document provides questions to assist determining which test is appropriate for a student
- A full range of accommodations are possible with the CRT

# Participation decisions should NOT be based on:

- Excessive or extended student absences
- Student's disability label
- Social, cultural, economic differences
- Amount of time the student receives special education services
- Academic achievement levels lower than peers

# Guidance Document Decision-Making Questions

- *Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?*
- *Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?*

# Guidance Questions (continued)

- *Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?*
- *Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?*



# Review Answers

- All questions “yes” = CRT-Alternate
- Any questions “no” = CRT with appropriate accommodations
- CRT accommodation possibilities include reading the reading test to students, i.e., nonstandard accommodation
- Nonstandard accommodation results in Novice score for school accountability purposes

# Who administers the test?

- Special education teacher
- Someone who is certified and has worked extensively with the student
- Someone who has been trained to administer this assessment

# Can others help?

- Yes!!!
- Possibilities include:
  - General education teacher<sup>Gail</sup>
  - Paraprofessional
  - Special service provider (speech/language therapist, psychologist, occupational or physical therapist, etc.)
  - School counselor
  - Parent
  - Principal
  - Other education professional

# Preparing to Implement the CRT-Alternate

(Page 8 of the manual)

- Receive the secure CRT-Alternate Test Booklets from your test coordinator after February 13.
  - Grade 4 Reading CRT-Alternate Test Booklet
  - Grade 4 Math CRT-Alternate Test Booklet
  
  - Grade 8 Reading CRT-Alternate Test Booklet
  - Grade 8 Math CRT-Alternate Test Booklet
  
  - Grade 10 Reading CRT-Alternate Test Booklet
  - Grade 10 Math CRT-Alternate Test Booklet
- Download Nonsecure CRT-Alternate Test Materials.

# Nonsecure Test Materials

[www.measuredprogress.org](http://www.measuredprogress.org)

Scroll down to select “Clients”

- select “Montana”
- select “Alternate Assessment”
- click on the heading *Nonsecure CRT-Alternate Test Materials*
  - CRT-Alternate Administration Manual
  - Scoring Rubric
  - Activity Materials (Print in color)
  - Montana Reading Standards and Expanded Benchmarks (as needed)
  - Montana Math Standards and Expanded Benchmarks (as needed)

# Review Materials

(Page 9 of the manual)

- READ THE ADMINISTRATION MANUAL.
  - Familiarize yourself with the scoring directions.
- Read the CRT-Alternate Test Booklets.
  - Familiarize yourself with the test activity steps and performance indicators.
  - Determine the test activity you will use.
    - Suggested test activity or a similar test activity that you create.
  - Determine the materials, adaptations, and supports the student will need.
- Schedule the assessment administration session(s).

# The CRT Test Booklet Format - The Cover

# The CRT Test Booklet Format

## - Page 1



# The CRT Test Booklet Format

## - Page 2

# The CRT Test Booklet Format

## - Page 3

# The CRT Test Booklet Format

## - The Last Page

# Key Implementation Strategies

- Scaffolding
  - Prompting & scoring
- Adaptations
  - Providing access
  - Use of assistive technology

# Scaffolding (Manual, pg. 12)

- A structured hierarchy of increasing levels of support.
- 4 levels of support are defined.
- Levels are aligned with a scoring rubric that reflects amount of support provided to student.
- Allows teacher to document what the student CAN do.

# Level 4 = no assistance

- Student responds accurately and with no assistance.
- The student must demonstrate the observable behavior without additional information or direction to the correct response.
- No additional information about what is expected can be given.
- The task may not be simplified.
- The student may not be lead to the desired response in any way.

## Level 3 = clarify, or provide 3 options

- Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.
  - Provide more information about what behavior is expected.
  - Clarify the directions.
  - Demonstrate what is expected, using an example that is parallel to the performance indicator.
  - If the item is structured in a multiple choice format, remove one of the options (leaving at least 3 choices).
  - Refocus the student's attention to the task, with visual, verbal or physical cues (e.g., point to the workspace, say, "look at the pictures," touch the student's hand or elbow).

## Level 2 = forced choice or yes/no

- Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.
  - Provide very specific information about what behavior is expected.
  - If the item is structured in a multiple choice format, remove another one of the options (leaving 2 choices).
  - Provide a very narrow range of options, such as asking the student a yes or no question,
  - Refocus the student's attention to the activity, with visual, verbal or physical cues (e.g., point to the workspace, say, "look at these two pictures," touch the student's hand or elbow).



# Level 1 = full assist

- Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance.
- Provide hand-over-hand assistance.
- Guide the student gently to indicate the correct response. Hand-over-hand assistance implies that the student is allowing him/herself to be guided to point to, or otherwise indicate, the correct response.

## 0 = Inconclusive

- Student does not respond or actively resists.
- All previous forms of support, encompassed within Levels 4 to 1, have been attempted.
- If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the task in any way, stop and resume at a later time.

# Scaffolding Example: Math

Place a [square](#) shape in front of the verbal student and point to the shape and ask, “*What is the name of this shape?*”

## Scoring

- **Level 4:** Ask the question. Provide wait time.
- **Level 3:** Place a circle in front of the student, and say, “This is called a circle.” Point to the square, and say, “What is the name of this?” Provide wait time. [\[more information provided\]](#)
- **Level 2:** Point to the square, stating, “Is this a circle or a square?” [\[forced choice\]](#)
- **Level 1:** Assist the student to point to the square while the teacher says “square”. [\[guide correct response\]](#)

# Scaffolding Sequence

- Start with the Level 4 scaffolding.  
Allow for appropriate wait time.
- Scaffold to Level 3, if necessary.  
Allow for appropriate wait time.
- Scaffold to Level 2, if necessary.  
Allow for appropriate wait time.
- Scaffold to Level 1, if necessary  
Allow for appropriate wait time.
- Score 0 only if not enough information to score

# Scaffolding Guidance

- Script is provided for scaffolding for the suggested test activities.
  - ONLY levels 3 and 2
  - Use it verbatim or modify to meet the needs of the student.

# Scaffolding and Scoring Alignment

## Montana Alternate Assessment Scoring Guide

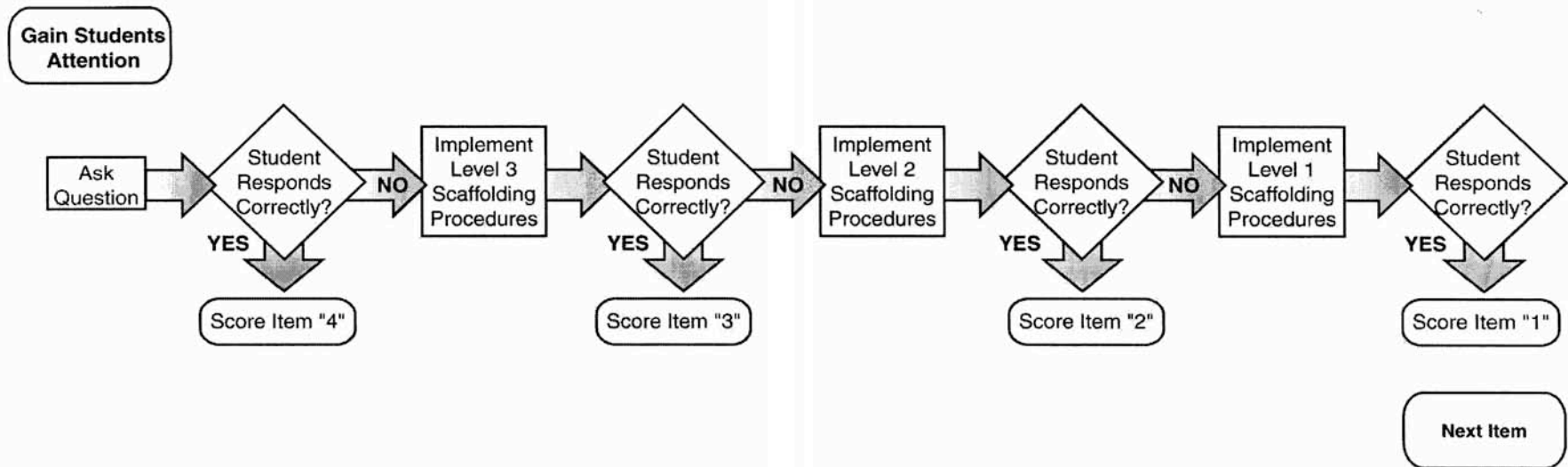
### Performance (independence and accuracy)

Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

# Summary of Scaffolding and Scoring Process (2014)

Scoring process flow chart



## If flow charts don't work for you:

- Written summary of scoring process is provided in the test administration manual (pg. 22).



# Introductory Test Items (pg 15)

- Each test activity begins with several introductory items.
  - Items introduce the subject and materials
  - Focus on basic participation and interaction skills
  - Scored as either a 4 and 0
  - 4-Student Responds accurately and with no assistance
  - 0-Student does not respond or actively resists.

## Implementation Sequence (pg 15)

- Score every item until the student scores in level 1 or 0 for five consecutive items.
- Halt the administration if the student scores in level 1 or 0 for five consecutive items.
- Leave remaining items blank.

# Evidence Required (Page 10 of the manual)

- Each test activity requires evidence.
- Template(s) are provided for evidence with each CRT-Alternate Test Booklet.
- Use the title of the template when referring to it.
- All evidence must be stapled to the CRT-Alternate Test Booklet.

# Key Implementation Strategies

- Scaffolding
  - Prompting & scoring
- Adaptations
  - Providing access
  - Use of assistive technology

# Adaptations and assistive technology

ANY TYPE of adaptations and  
assistive technologies ARE  
allowable on the MontCAS 2 CRT-  
Alternate.

# There is no one way to participate in this test!

- Students for whom this assessment is designed vary in how they communicate
- Test administrator must consider how a student receives information, and how they typically respond



# Communication Supports



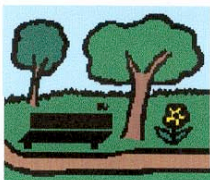
- What system does the student use to communicate on a daily basis?
- Customize THIS system to the demands of the assessment task.
- Download/adapt response materials.

# Technology Supports for a Multiple Choice Question

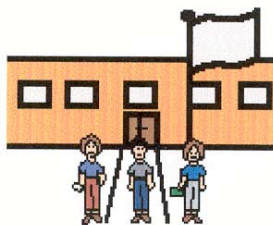
city



park



school

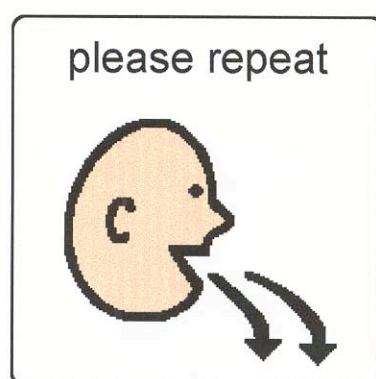
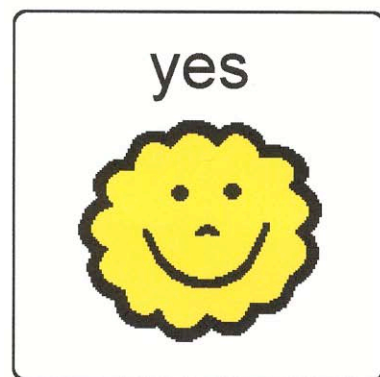


country





# Technology Supports for Yes/No Situations



# Other Implementation Guidance

(Page 9 of the manual)

- Write notes and scores in the CRT-Alternate Test Booklet. The answer filled in on the Student Response Booklet will be the official score.
- Score as you go.
- Stop the assessment at any time and pick up where you left off.
- Do not rescore any of the indicators.

# Summary of the Process: CRT-Alternate Procedural Checklist (pg 1 of the manual)

## CRT Procedural Checklist

- ☐ Receive secure CRT-Alternate Test Booklets from Test Coordinator.
- ☐ Download nonsecure test materials from [www.measuredprogress.org](http://www.measuredprogress.org) (scroll down to select "Clients"; select "Montana"; select "Alternate Assessment", click on the heading: *Nonsecure CRT-Alternate Test Materials*, download the materials needed and print) – Requires Adobe Acrobat Reader.
- ☐ Read the CRT-Alternate Administration Manual and the CRT-Alternate Test Booklets.
- ☐ Determine the test activity that you will use – either the suggested test activity or a similar test activity that you create.
- ☐ Adapt materials for student if necessary.
- ☐ Schedule time for administration and/or support.
- ☐ Administer the assessment.
- ☐ Fill out evidence/notes using template(s) provided.
- ☐ Staple evidence to CRT-Alternate Test Booklets (Math CRT-Alternate Test Booklet with math evidence- Reading CRT-Alternate Test Booklet with reading evidence) and an outline of the test activity used if the suggested test activity was not used.
- ☐ Receive Student Response Booklet(s), student barcode labels and white plastic envelopes from Test Coordinator on or about March 25, 2004.
- ☐ Fill out student demographic information on pages 1 and 2 of the Student Response Booklet using the CRT Test Administrator's Manual for directions.
- ☐ Transfer scores from the CRT-Alternate Test Booklets to the Student Response Booklet (pages 11 and 13).
- ☐ Place student barcode label inside the Student Response Booklet (pages 11 and 13), on the cover of the CRT-Alternate Test Booklets, and outside of the white envelope labeled "For return of CRT-Alternate student test materials."
- ☐ Place student's Test Booklet (s) in the white plastic envelope labeled "For return of CRT-Alternate student test materials", **one envelope per school and grade.**
- ☐ Fill out Class Identification sheet, place Student Response Booklets behind it, and place them in the white plastic envelope labeled "For return of used Student Response Booklets", **one envelope per school and grade.**
- ☐ Return all envelopes to Test Coordinator.

# Let's see what this looks like

- Thanks to Helena teachers Megan Richert and Heidi Foreman!
- Thanks to Marvin Williams!
- Thanks to parents and students who participated in videotaping activities!

# Scoring Activity

- FAX score sheets to Measured Progress
- “Evidence” of technical adequacy of administration procedures

# Returning the Assessment Materials

(Page 11 of the manual)

- Materials that must be returned:
  - CRT-Alternate Test Booklets with required evidence, and an outline of the teacher-designed test activity if the suggested activity was not used.
  - Student Response Booklets

# Returning the Assessment Materials

(Page 11 of the manual)

Receive the following materials from your test coordinator on or about March 25:

- Student Response Booklet(s), for each student, with a CRT Test Administrator's Manual
- A set of barcode labels for each student
- White plastic envelopes
  - envelope(s) for returning used Student Response Booklets labeled "For return of used Student Response Booklets" and a Class Identification sheet (one envelope per school and grade)
  - envelope(s) for student CRT-Alternate Test Booklets labeled "For return of CRT-Alternate student test materials" (one envelope per school and grade)

# Returning the Assessment Materials

(Page 11 of the manual)

- Student Response Booklet
  - Fill out the front cover and page 2 using the CRT-Test Administrator's Manual for directions.
  - Transfer the scores from the CRT-Alternate Test Booklets (pages 11 and 13).



# Returning the Assessment Materials

(Page 11 of the manual)

- Place barcode labels
  - in the Student Response Booklet (pages 11 and 13)
  - on the cover of the student's CRT-Alternate Test Booklet
  - on the outside of the white plastic envelope label "For return of CRT-Alternate test materials"

# Returning the Assessment Materials

(Page 11 of the manual)

- Place all students CRT-Alternate Test Booklets into the envelope labeled “For return of CRT-Alternate student test materials” (one envelope per school and grade).
- Fill out the Class Identification sheet.
- Place the Student Response Booklets behind it.
- Place them into the white plastic envelope labeled “For return of used Student Response Booklets” (one envelope per school and grade).
- Return the sealed envelopes to your test coordinator on or before **April 16**.

# Important Dates

- Receive secure CRT-Alternate Test Booklets from Test Coordinator
  - On or around February 18
- Receive Return Assessment Materials
  - On or around March 25
- CRT-Alternate Test Window
  - Feb. 18-April 16

# Question and Answer Sessions

- Feb. 18
  - Live Video Stream
    - <http://www.opi.state.mt.us/streamer/liveline>
  - 2pm – 4pm
  - Email or call in questions
    - 406-444-2490
    - [jsnow@state.mt.us](mailto:jsnow@state.mt.us)
  - More information available at online registration:
    - <http://www.opi.state.mt.us/RegForms/Spring2004/Index.html>

# Question and Answer Sessions

- Feb. 19
  - Live Interactive Video Conference
    - 9am – 11am
  - Register online:
    - <http://www.opi.state.mt.us/RegForms/Spring2004/Index.html>

# Other Questions

- Email to [jsnow@state.mt.us](mailto:jsnow@state.mt.us)
- Questions and answers will be posted on the assessment web site:
  - <http://www.opi.state.mt.us/assesment/index.html>